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impair the value of the book. Few, it is true, are quite so hopelessly wrong as that on p. 112, concerning the redaction of the edictum perpetuum by Julianus, in which there is scarcely an accurate phrase. The rest may perhaps be called minutiae, but they make it impossible for Professor Davis's book to be considered an especially careful piece of work.

Let us take some instances. Trajan's attitude toward the proposed organization of *fabri* in Nicomedia (p. 106) was a special measure for that province, and no indication of a general policy of that emperor. The rebellion of Bar Kochba did not arise in the way indicated on p. 111 nor would any one suspect from the account given that only a minority of the Jews in the empire could or did take part in it.

Further, it is erroneous to say that the *princeps* in theory was a new magistrate added to the old republican magistrates (p. 28) or that the equites were the jurymen in the regular Roman courts of this period (the early Empire, p. 35). With the decury of *ducenarii* added by Augustus, the statement is only true in a qualified sense. Nor was the title *imperator* confined to the princeps as early as p. 29 would indicate. It was still borne in 29 A. D. by the proconsul of Africa.

The quarter added by Hadrian to Athens was not "gratefully called 'The City of Hadrian'" (p. 115). The inscription on the arch of Hadrian, which evidently was in the author's mind, had a totally different application. Nor does Professor Davis correctly interpret the presence of the statue of Christ in Alexander Severus's private chamber. With the statues of Abraham and Orpheus, it typified the emperor's syncretistic religious attitude, something, by the way, in which Elagabalus anticipated him.

It is a drawback to find no colored maps. Otherwise the little book, with its convenient form and attractively clear print, is, in externals, all that can be desired.

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MAX RADIN.

Selected Orations and Letters of Cicero. Edited, with Introduction, Notes, Vocabulary, and Index, by Harold Whetstone Johnston, revised by Hugh Macmaster Kingery. Chicago: Scott, Foresman and Co. (1910). Pp. 432+120. \$1.25.

Perhaps the feature of this book which will appeal most strongly to the majority of teachers is the inclusion of selected passages from Sallust's *Bellum Catilinae*. The dry philosophizing in which Sallust indulges at the beginning of his narrative is omitted entirely. The more interesting parts, such as Caesar's speech, and the powerful harangue of Cato, which had more influence upon the Senate's decision than Cicero's own oration, are given in full. There are many advantages in having such material

ready at hand. Sallust's vivid story will add life and interest to the study of Cicero, and at the same time, the student will acquire, in a comparatively easy manner, a more accurate knowledge of a very important period of Roman history. Also, it will give the teacher an excellent opportunity of drilling his class in sight translation, and make his own work more pleasant by thus enabling him to teach something a little outside of the ordinary routine¹.

Another side of Cicero can be learned by reading the twenty-one letters which are also found in this book. Is, however, any important object gained by putting particular emphasis upon those pitiable letters which he wrote during his exile? For some mysterious reason, they are found in most of the school editions of Cicero which include any of the letters at all. Like the Oration for Marcellus, they often give immature students a distorted idea of the real man.

The notes are excellent, both in quality and quantity. A student who has been well grounded in Caesarian grammar should be able to understand them all and retain the greater part. It would be reasonable to hold a class responsible for all of the notes explanatory of the text assigned. This would put an end to that haziness in the student's mind concerning what he is supposed to know, a state of affairs which Professor Johnston rightly considers a grave fault in our classical teaching. Some teachers would object to the position of the notes at the foot of each page of the text. This objection is met by the use of separate texts in the classroom. Provision is also made for a hasty grammatical review at the end of each chapter. Both from a literary and from a grammatical standpoint, these notes leave little to be desired.

Unfortunately, the text contains some inconsistencies which will add to the bewilderment of the student. Thus we find *improbi* followed closely by *imperiti*, and worse still, by *inprobi*. Also we read *optumatum* and *optimati* in other places. *Existumo* may be a better form than *existimo*, but why then give *existimo* in the vocabulary as the preferable form? Some also might take exception to placing the infinitive last in the list of principal parts.

To sum up, we find here a most attractive choice of material to supplement the usual third year reading. The notes are well chosen and scholarly; the introductory matter is interesting and adequate; the maps are distinctly good. On the other hand, there are certain minor points which may or may not seem advisable, according to the prejudice of the teacher. There are likewise a few typographical errors, which will doubtless be corrected in subsequent editions. As a whole, it appears to be an eminently teachable book.

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¹ For suggestions concerning the use of Sallust's *Bellum Catilinae* in Schools see Miss Peaks's paper in *THE CLASSICAL WEEKLY* 4.43-44.